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ABSTRACT

A textbook classification scheme that allows the expression of curricular relationships is revised to include new curriculum materials for math, science, special education, career education, foreign languages, and social studies. Designed for teacher training institutions, curriculum laboratories, resource centers, and adjunct collections in school libraries, this scheme can be used separately or to supplement standard classification systems, which, while they have provision for textbooks, do not make plain the curricular relationships involved. Underlying usage assumptions for the scheme are (1) the collection does not circulate, but is maintained as a unit; (2) the books must be so classified as to indicate their use in the curriculum; and (3) the textbooks must be shelved as classified if the open shelf method is used. The notation is mixed, combining upper case letters with decimal numbers, utilizes cuttering by publisher rather than by author, and allows the formation of call numbers. An outline schedule for small collections and a full schedule for larger collections are provided, as well as a subject index to the classification scheme. (RAA)

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Textbook Classification Scheme

A Report From The Educational Materials Review Center (EDMARC)

Administrative Services Division
Office of Resources and Operations

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U.S. DEPARTMENT OF EDUCATION

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Textbook Classification Scheme:
for Use With Elementary and Secondary Curriculum Materials in Instructional Materials Centers

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This is the fifth revision of the Textbook Classification Scheme. The changes in the scheme were necessitated by the advent of new curriculum materials for Math, Science, Special Education, Career Education, Foreign Languages and Social Studies. The scheme has been revised to accomodate the newly produced instructional materials that have been available since July 1967 when the fourth revision of the scheme was completed.

This edition was prepared also in response to the numerous requests for the fourth edition from persons concerned with the organization and maintenance of educational materials centers in the U.S. and abroad. All previous editions are now out of print.

Wherever teachers collect books to use with students, or for students themselves to use, the sorting and shelving of these materials present questions. The Educational Materials Review Center (EDMARC)*, faced with the question of how to organize its own collections most usefully for its visitors and correspondents, uses the special Textbook Classification Scheme developed here.

Textbook collections are available for study in teacher training institutions; in curriculum laboratories developed at the state, county, and city level; in resource centers in separate buildings; and as adjuncts to school libraries.

For materials centers with small collections, such matters as classification and notation are not serious problems. Large collections are more difficult to arrange. The materials specialist or information officer who wishes to classify several thousand textbooks representing elementary and secondary school programs can choose one of the standard library classification schemes: both the Dewey Decimal Classification (DDC) System and the Library of Congress Classification System make provision for textbooks. However, neither of these systems classifies elementary and secondary school texts in such a way as to make plain the curricular relationships involved.

To serve the particular purposes of teachers, librarians, curriculum specialists, and other educators visiting the Center, several factors were taken into consideration: (a) this collection does not circulate, but is maintained as a unit; (b) the books must be so classified as to indicate their use in the curriculum; (c) since the Center maintains its holdings by the open-shelf method, textbooks must be shelved as classified.

Bearing in mind the special nature of the collection and the special needs of its users, the author worked experimentally with (a) the volumes in the Center as one type of educational materials center, and (b) the bibliographic tool El-Hi Textbooks in Print (the issues of 1958, 1959, and 1960, successively). On this basis, a classification scheme was developed which seems to meet the needs of both staff and visitors. Successive editions have reflected changing patterns in the development of educational materials as well as changes in their use in school programs.

*Former names: The Educational Materials Laboratory and The Educational Materials Center.

Visitors to the Center find that, as in many other materials centers, publications related to education are classed according to the Dewey Decimal Classification between the numbers 370 and 380, with the major portion of such professional literature between 370.1 and 379. It has proved practical to develop the Textbook Classification Scheme as an extension of a section 370. The scheme could also be inserted in a section 37, shelved immediately following 370. This device is similar to the one by which, in many libraries, biographies of individuals are held in a section 92 immediately following class 920.

The scheme is based upon the English alphabet; each symbol from A to Z is preceded by 370, attaching the various classes in sequence. In the following outline this number 370 is not expressed in presenting the details of the Textbook Classification Scheme. This scheme could be used by itself in a small collection and could also be inserted in the mechanism for classing a large general collection. Devices for such use and insertion will vary according to the type of library and the adaptations made for the use of particular collections of textbooks.

Supplementary Materials

Four letters are held at the beginning of the alphabet for the display of supplementary materials; not textbooks, but publications having special relationships and functions in school programs. Experience has proved that the Center's visitors find it helpful to have the textbooks shelved near trade books and other supplementary materials.

The letter A is assigned to "Encyclopedias and General Reference Works" for school libraries. The letter B is currently unassigned.

The letter C is assigned to trade books for children. The body of children's literature is held here, but classified according to the Dewey Decimal Classification, as in most school libraries. The letter C serves both as a placing device within the overall sequence of materials on the Center shelves, and as a protection against confusing a book for children with a book for adults about the same subject. By this arrangement, a history of the United States written for adults would be classed as 973, whereas a trade book about United States history written for children and intended for use with school library collections would be classed as 370C973, or simply C973. This is similar to the practice by which some public libraries precede their Dewey numbers for books in the children's collections by J (for "juvenile") to distinguish them from adult books in the same subject areas.

The letter D is assigned to "Materials for Special Purposes," and now includes (a) beginning-to-read books, (b) books with low-vocabulary, high-interest factors for nonperforming readers of the intermediate and upper grades, (c) adaptations and condensations of literary works, (d) materials for adult education, (e) materials for retarded and for physically handicapped students, (f) auxiliary textbooks if the librarian wishes to place here those books differentiated from basic texts and standard trade books for library and classroom use, and (g) materials used in adult basic education, and in specific types of schools.

The Center has received and classed in the appropriate categories books developed for use in American Indian schools, religious schools of several denominations, and urban schools, with some books developed for and by schools in the Great Cities Program for School Improvement.

Textbooks

Books specifically produced as textbooks are classified from E to Z. Within this sequence of the alphabet 10 letters are assigned to common curriculum areas; six are left unassigned but available for subjects not at this time covered in elementary and secondary schools. The letter P is suggested for "Religion" in parochial and independent schools. V is used in the Center to locate the publications of companies in the United States in languages other than English, while W identifies textbooks of foreign countries. The letter X is assigned to "Materials about Textbooks," and Z is assigned to "Bibliographies of Textbooks."

The textbooks classified according to this scheme are arranged on the Center's shelves first, according to the curriculum area in which they are used (e.g. English, social studies, and science) and second, according to the course they are prepared to support (e.g. history, geography, and civics). Books are no longer separated on the Center's shelves according to whether they might be used in elementary or secondary school.

Within each course, the books are arranged, first, according to the alphabetical order of their publishers' names; second, by grade level; and third (and only if necessary to distinguish separate titles), by author.

Librarians will note here a deviation from the orthodox practice of "Cuttering" according to author. However, the special nature of the Center's collection and the special needs of its users indicate that the publisher's name is a more practical guide to these documents than is the author's name.

Notation Used

The notation used to represent this scheme is a mixed one, combining uppercase letters with decimal numbers.

Librarians who wish to separate books by school level might consider the Center's former practice of using lowercase initials e and s for elementary and secondary school levels; j or m might be used to represent junior high or middle school. In such a situation, using the designation Ee, the curriculum area "Communicative Arts" would be represented by E, while the school level (elementary) is represented by Ej or Em would indicate English at the junior high or middle school level, while Es would indicate English at the secondary school level.

In all curriculum areas except that of foreign languages, a second division separates the books according to subject. The first subject noted for Communicative Arts is "Language Analysis and Skills"; the second is "Reading"; the third, "Composition and Creative Writing"; and the last

"Mass Media". These subjects are arranged, when possible, according to the development of curriculum patterns and structure, and are expressed in terms of a decimal progression from .1 through .9. E.1 thus represents "Language Analysis and Skills" and E.3 represents "Composition and Creative Writing". (For most curriculum areas, .9 could be used to classify books prepared primarily for college students but used in some secondary schools with advanced students. The designation for this category could be "Accelerated Program." This arrangement is not used in the Educational Materials Review Center, but the .9 seems a useful one for small collections of textbooks.)

In a third division, the decimal places beyond the first indicate subjects within a course. E.11 thus represents "Penmanship," while E.21 represents "Basal Readers."

Combining Symbols

Letters used to represent curriculum areas can be combined as a device to represent a relationship between two or more areas. The books are then shelved in the area of major significance. The D schedule represents the solution by this device of one problem. "Materials for Special Purposes" covers many subjects; the books are used in school library collections to supplement the curriculum, and are sometimes adopted for use as textbooks. Their distinguishing feature is the presentation of the subject matter. Classing such books in D and using the other appropriate uppercase letters in second position to indicate the subject has proved a useful device in the Educational Materials Review Center.

However, in response to the development and proliferation of several types of supplementary materials, some of these "special books" are now arranged on the Center's shelves in closer proximity to related curriculum areas. This is accomplished by attaching the appropriate D symbol following the symbol for curriculum area and course number, instead of preceding it. For example, auxiliary textbooks in biology are now classed as J.2D.9 rather than D.9J.2. No punctuating link is used here.

It should be emphasized that these changes, in the use of the Textbook Classification Scheme and in the Center's arrangement of its shelves, are designed to fit the peculiar characteristics of its collections and the particular needs of its visitors, and are not in any sense changes in the basic scheme itself.

Librarians and materials specialists will find it possible either to use the original editions of the textbook classification scheme or to follow its developing format as described herein.

Textbooks that are written for special application of one subject area within another can be classed by combining symbols and shelving in the most pertinent area. If a text in business arithmetic is thus classed T.8:K.1, and one in business English is classed T.8:E, they would be shelved in the alphabetic sequence of their symbols, following other T.8 books. Such a

book as Algebra for Electronics could be classed as T.44:K.3 and shelved following all books dealing only with electronics. Texts for shop mathematics are classed as T.1:K and shelved following books for general shop work. The use of the colon as a link in this situation proves helpful in combining symbols of nearly equal importance.

Call Numbers

It is possible, by means of this classification scheme, to assign a "call number" to each book in the collection, if this is desired. The call number for a textbook can be represented as follows:

E.12	Classification symbol (spelling)
ABC3	Publisher's symbol (American Book Company), grade (third)
1961	Date of edition

If this scheme is used as an extension of the DDC, the call number would appear as follows:

370E.12	Classification symbol (spelling)
ABC3	Publisher's symbol (American Book Company), grade (third)
1961	Date of edition

Although this scheme was developed as an aid in arranging books published in the United States, it can be adapted for the classification of the school publications of other countries.

The index to such a scheme will need to be revised to fit the changing needs of any center where the scheme is used. The scheme and index reprinted on the pages following represent the current arrangement of books in the Educational Materials Review Center.

Programed Instruction

At the present time, programed instructional materials are classified in the same way as traditional textbooks, and shelved beside textbooks in the appropriate curriculum areas.

In the technical processing of these programed materials, the catalog cards* prepared for them are yellow, contrasting with the white card stock used for textbooks; and a lowercase P is added to the class number. Thus a programed textbook in arithmetic would be classed as K.1p. Moreover, an extra catalog card for each item is prepared, and these cards are maintained in a separate file as an index to the programed instructional materials on the Center's shelves.

*Note: EDMARC no longer prepares catalog cards. Descriptive cataloging information is presently being machine stored.

Outline for Basic Reference

	A	Reference Books (Encyclopedias, dictionaries, atlases, etc.)
	B	(currently unassigned)
Supplementary books	C	Children's Literature (trade books classified, within the C category, according to the DDC System)
	D	Materials for Special Purposes
	E	Communicative Arts
	F	Foreign Languages
	G	Guidance Services
	H	Social Studies
	I	(currently unassigned)
	J	Science
	K	Mathematics
	L	(currently unassigned)
	M	Humanities
	N	(currently unassigned)
	O	(currently unassigned)
Textbooks	P	Religion
	Q	(currently unassigned)
	R	Health, Physical Education, and Safety
	S	(currently unassigned)
	T	Industrial Arts and Vocational Education
	U	(currently unassigned)
	V	Publications of companies in the United States in languages other than English
	W	Publications developed by and for countries other than United States
	X	Materials about textbooks
	Y	(currently unassigned)
	Z	Bibliographies of textbooks

Outline for small collections

A GENERAL REFERENCE WORKS
- .1 Encyclopedias
- .2 Dictionaries

B (currently unassigned)

C CHILDREN'S LITERATURE (trade books classified within the C category, according to the DDC System)

D MATERIALS FOR SPECIAL PURPOSES
- .1 For young beginners (approx. grades 1-3)
- .2 For intermediate and upper grades (approx. 3-12)
  - .21 Original stories with controlled vocabulary
  - .22 Adaptations and condensations
- .3 For Adult Education
- .4 (currently unassigned)
- .5 For Special Education
- .6 For specific types of schools
- .7 For Bilingual Education
- .8 (currently unassigned)
- .9 Auxiliary textbooks

E COMMUNICATIVE ARTS
- .1 Language Analysis and Skills
- .2 Reading
- .3 Composition and Creative Writing
- .4 Literature
- .5 Speech and Drama
- .6 Mass Media

F FOREIGN LANGUAGES AND LITERATURE
- .110 Modern Greek
- .120 Latin
- .121 French
- .122 Spanish
- .123 Italian
- .124 Portuguese
- .131 German
- .132 English as a Second Language
- .141 Russian
- .211 Hebrew
- .212 Arabic
- .311 Chinese
- .312 Vietnamese
- .411 Swahili
- .511 Yoruba
- .911 Japanese
- .912 Korean

G GUIDANCE SERVICES
- .1 Career Education
- .2 Educational Guidance
- .3 Social Guidance

H SOCIAL STUDIES
- .1 World Geography
- .2 World History
- .3 Global Cultural Studies (history, civics, geography etc.)
- .4 Government and Political Science
- .5 Sociology
- .6 Anthropology
- .7 Economics

I (currently unassigned)

J SCIENCE
- .1 General Science
- .2 Biology
- .3 Chemistry
- .4 Physics
- .5 Physical Science
- .6 Aviation

K MATHEMATICS
- .1 Arithmetic
- .2 General Mathematics
- .3 Algebra
- .4 Geometry
- .5 Trigonometry
- .6 Integrated mathematics
- .7 Calculus
- .8 Metric system

L (currently unassigned)

M HUMANITIES
- .1 Music
- .2 Art

N (currently unassigned)

O (currently unassigned)

P RELIGION (schedules undeveloped)

Q (currently unassigned)

R HEALTH, PHYSICAL EDUCATION, AND SAFETY
- .1 Health and hygiene
- .2 Physical education
- .3 Safety education
- .4 Sports

S (currently unassigned)

T INDUSTRIAL ARTS AND VOCATIONAL EDUCATION
- .1 General shop
- .2 Drafting and mechanical drawing
- .3 Building trades
- .4 Transportation and communication
- .5 Graphic arts
- .6 Control of resources
- .7 Home economics
- .8 Business education

U (currently unassigned)

V Publications of companies in the United States in languages other than English

W Publications developed by and for countries other than the United States

X MATERIALS ABOUT TEXTBOOKS
- .1 History of textbooks
- .2 Selection, use, and evaluation of textbooks
- .3 Preparation of textbooks

Y (currently unassigned)

Z BIBLIOGRAPHIES OF TEXTBOOKS
- .1 Comprehensive lists
- .2 Selective lists

Full Schedules for Larger Collections

A GENERAL REFERENCE WORKS
- .1 Encyclopedias
  - .11 Multivolume sets
  - .12 Single volumes
- .2 Dictionaries
  - .21 Multivolume sets
  - .22 Single volumes
- .3 Others
  - .31 Yearbooks, almanacs
  - .32 Atlases

B (currently unassigned)

C CHILDREN'S LITERATURE (trade books classified, within the C category, according to the DDC System)

D MATERIALS FOR SPECIAL PURPOSES

As described on page 4, some sections of the D category are being combined in second position with letters for separate curriculum areas in first position to bring the many new auxiliary books in closer relationship with textbooks in those areas. Librarians and materials specialists will find it helpful to consider their collections as a whole and their related purposes before deciding whether, for example, to class auxiliary textbooks for able students of mathematics as D.9K.3 or as K.3D.9.

The schedules for this D category include the following numbers inserted since the appearance of the third edition of the TCS: D.31 for adult basic education, and D.32 for adult and young readers; D.6 for specific types of schools, including D.61 American Indian Schools, D.63 Religious Schools including D.631 Roman Catholic, D.632 Seventh-day Adventist, D.633 Judaic, D.634 Mennonite Schools, and D.64 Urban schools.

D does not represent a single curriculum area, and decimal figures are used to indicate types of books rather than specific courses. Subject categories are indicated by attachment of capital letters as elsewhere in this scheme; use of such books will often overlap both grade and school levels.

.1 For young beginners (approx. grades K-3)
for example:

D.1E Adventure
Everyday fiction
Fairy tales

D.1F Foreign language editions and bilingual editions, as:
D.1F.121 French
D.1F.122 Spanish
D.1F.131 German

D.1H Social studies--history, geography, etc.

D.1J Science stories

D.1K Counting books, number stories

or

E.2D.1 Adventure
Everyday fiction
Fairy tales

FD.1 Foreign language editions and bilingual editions, as:
F.121D.1 French
F.122D.1 Spanish
F.131D.1 German

HD.1 Social studies--history, geography, etc.

JD.1 Science stories

KD.1 Counting books, number stories

.2 For intermediate and upper grades (approx. grades 3-12)

.21 Original stories with controlled vocabulary

.22 Adaptations and condensations, for example:

D.21E Adventure stories

D.21H Social studies

D.21J Science

D.22E Retelling of Greek myths
Adaptation of Ivanhoe

D.22P Retelling of Bible stories

or

ED.21 Adventure stories

HD.21 Social studies

JD.21 Science

ED.22 Retelling of Greek myths
Adaptation of Ivanhoe

PD.22 Retelling of Bible stories

.3 For adult education

Materials prepared for adult learners at approximately secondary school level and higher; subdivide according to basic TCS for separate curriculum areas. For example:

D.3E English

D.3H Social studies

D.3J Science

D.3K Mathematics

.31 For adult basic education
Place here materials prepared specifically for adults learning basic skills, within the general range of elementary school performance levels, beginning at zero and part of a continuous series extending into the seventh or eighth grades. However, materials beginning at seventh- or eighth-grade levels designed to help adult learners are placed in D.3 in the EDMARC. Subdivide according to TCS for separate curriculum areas, for example:
D.31E.2 Reading
D.31H.4 Citizenship

.32 For adult and young readers. In the EDMARC this place is used for materials which their publishers say can be used by adults as well as by young readers.

.4 Parenthood education

.5 For Special Education
Subdivide according to TCS for separate curriculum areas

.51 Mentally handicapped

.52 For physically handicapped pupils
Subdivide according to TCS for separate curriculum areas

.521 Hearing Impaired

.522 Visually handicapped

.53 Learning Disabled

.6 For specific types of schools
Subdivide according to TCS for separate curriculum areas

.61 American Indian schools

.62 (currently unassigned)

.63 Religious schools

.631 Roman Catholic

.632 Seventh-day Adventist

.633 Judaic

.634 Mennonite

.64 Urban schools
Place here books generally related to city and town life

.7 For Bilingual Education
Subdivide according to TCS for separate curriculum areas, for example: D.7J:F.122 Science in Spanish-English languages.

.8 (currently unassigned)

.9 Auxiliary textbooks
In the EDMARC, books are no longer located by this number alone. However, the D.9 symbol is used after a curriculum area symbol to locate text material for auxiliary use, for example:
D.2D.9 Literary work for supplemental reading
H.42D.9 Supplemental text comparing communism and democracy

E COMMUNICATIVE ARTS
.1 Language Analysis and Skills
.11 Penmanship (includes manuscript and cursive handwriting)
.12 Spelling
.13 Grammar
.131 Word Study (includes dictionary skills and dictionaries for classroom use)
.14 Linguistics
.15 Phonetics
.2 Reading
.21 Basal Readers
.211 Reading Skills
.212 Individualized Readers
.213 Remedial Readers
.214 Alphabets of special symbols
.3 Composition and Creative Writing
.31 Journalism
.4 Literature
.41 School editions of Literary Works
.411 American Literature
.4111 Afro-American
.4112 Asian-American
.4113 Hispanic-American
.4114 (currently unassigned)
.412 English Literature
.413 World Literature (Individual countries used with DDC country number)
.5 Speech and Drama
.6 Mass Media
.61 Advertising
.62 Film
.63 Radio
.64 Television

F FOREIGN LANGUAGE AND LITERATURE
.110 Modern Greek
.1101 Analysis and Composition
.11013 Grammar
.110131 Dictionaries
.1102 Reading

.120 Latin
.1201 Analysis and Composition
.12013 Grammar
.120131 Dictionaries
.1202 Reading

.121 French
.1211 Analysis and Composition
.12113 Grammar
.121131 Dictionaries
.1212 Reading

.122 Spanish (use same subdivisions as above)

.123 Italian (use same subdivisions as above)

.124 Portuguese (use same subdivisions as above)

.131 German (use same subdivisions as above)

.132 English as a second language
(F.132:122 means Spanish speaking with English as a second language)

.141 Russian (use same subdivisions as above)
.211 Hebrew "
.212 Arabic "
.311 Chinese "
.312 Vietnamese "
.411 Swahili "
.511 Yoruba "
.611 (currently unassigned)
.711 (currently unassigned)
.811 (currently unassigned)
.911 Japanese (use same subdivisions as above)
.912 Korean "

For the area of foreign languages, a variation is necessary because of the number of languages being taught and the differences in programs. More than 10 languages are currently taught in schools in the United States; therefore, the decimal device could not be used in a major separation of these courses. It seems best to classify books in this area of the curriculum by using as a basis of the first decimal division the family relationships among languages. This brings all the Indo-European languages together under .1, with Romanic languages grouped under .12, Germanic languages under .13, and Slavic under .14. The Semitic languages are brought together under .2. The Sino-Tibetan family is classified in a division .3. The Bantu languages are under .4. The sub-Saharan languages are under .5. Altaic language grouping is classified in a division .9.

G GUIDANCE SERVICES

- .1 Career Education
  - .11 Career Planning
  - .111 Job Handbooks
  - .112 Vocational Aptitude
  - .12 Occupational Opportunities
- .2 Educational Guidance
  - .21 School Orientation
  - .22 Study Methods
  - .221 Taking Tests
  - .222 Use of the Library
  - .223 Reference Skills
  - .23 Planning for College
  - .231 Financial Aid
- .3 Social Guidance
  - .31 Psychology
  - .32 Personality Development
  - .321 Etiquette
  - .33 Family Living
  - .331 Parenthood Education

H SOCIAL STUDIES

- .1 World Geography
  - .11 United States
  - .111 Single states
  - .112 Cities or towns
  - .12 Area studies (When needed use DDC area numbers; for example Hs.12 (950) geography text about Asia)
  - .121 Single countries (When needed use DDC country number; for example H.121 (947) geography text about Russia)
  - .13 Physical Geography
- .2 World History
  - .21 Area studies (see note of .12)
  - .211 Single countries (see note of .121)
  - .22 United States History
  - .221 Area Studies (Northwest, Midwest, etc.)
  - .222 Single states
  - .223 Minority Group History
  - .224 Unified course (history, civics, geography, etc.)
- .3 Global Cultural Studies (history, civics, geography, etc.)
  - .31 Area studies for international understanding
  - .32 Single countries (see note of .12)
- .4 Government and Political Science
  - .41 Civics and Government (United States)
  - .411 Environmental Education
  - .412 Law
  - .42 Comparative study of governments
- .5 Sociology
  - .51 Family Living
  - .511 Urban Studies
  - .512 Rural Life
  - .513 Intergroup Relationships

.514 Minority Group Studies
.5141 Afro-American
.5142 Hispanic-American
.5143 Hebrew-American
.5144 Native American
.5145 Women
.6 Anthropology
.7 Economics
.71 Consumer Economics

J SCIENCE
.1 General Science
.11 Conservation
.2 Biology
.21 Ecology
.3 Chemistry
.4 Physics
.5 Physical Science
.51 Astronomy
.511 Space Science
.52 Earth Science
.521 Geology
.53 Oceanography
.6 Aviation
.61 Aeronautics

K MATHEMATICS
.1 Arithmetic
.11 Improvement of skills
.12 Remedial instruction
.2 General Mathematics
.21 Improvement of skills
.22 Consumer mathematics
.23 Applied mathematics
.3 Algebra
.4 Geometry
.5 Trigonometry
.6 Integrated mathematics
.7 Calculus
.8 Metric system

L (currently unassigned)

M HUMANITIES
.1 Music
.11 General songbooks
.111 Vocal music
.12 Instrumental music
.13 Music appreciation and music history
.14 Music theory

.2 Art
.21 General art and art appreciation
.22 Drawing
.23 Crafts
.231 Ceramics
.232 Weaving
.233 Jewelry making
.24 History of art
.25 Photography

N (currently unassigned)

O (currently unassigned)

P RELIGION (schedules undeveloped)

Q (currently unassigned)

R HEALTH, PHYSICAL EDUCATION, AND SAFETY
.1 Health and hygiene
.11 First aid
.12 Sex education
.13 Home nursing
.14 Drug education
.2 Physical education
.3 Safety education
.31 Driver education
.4 Sports

S (currently unassigned)

T INDUSTRIAL ARTS AND VOCATIONAL EDUCATION
.1 General Shop
.11 Woodworking
.111 Metalworking
.12 Plastics
.2 Drafting and Mechanical Drawing
.21 Architectural Drawing
.22 Engineering Drawing (mechanical)
.23 Technical Illustration (blue printing)
.3 Building Trades
.31 Carpentry
.32 Plumbing
.33 Masonry
.34 Heating and Air Conditioning
.4 Transportation and Communication
.41 Automotive mechanics
.42 Electricity
.43 Aviation mechanics
.44 Electronics
.441 Radio
.4411 Television
.45 Aerospace

.5 Graphic Arts
.52 Commercial Art
.53 Photography
.54 Printing, Publishing and Allied Trades
.6 Control of Resources
.61 Agriculture
.7 Home Economics
.71 Food and Nutrition
.72 Clothing and Textiles
.73 Consumer Education
.74 Interior Designing
.75 Human Development and Family Living
.751 Child care and development
.752 Gerontology
.8 Business Education
.81 Accounting
.82 Administrative and Office Procedures
.821 Office machines
.8211 Records management
.8212 Shorthand
.8213 Typewriting
.82131 Word Processing
.83 Marketing

U (currently unassigned)

V Publications of companies in the United States in languages other than English

The DDC number for the language of the book can be used following the V and this symbol followed by the letters of the TCS as needed to separate curriculum areas, for example:

V446K.1 Arithmetic book in Spanish
V492.7H.1 Geography book translated into Arabic.

W Publications developed by and for countries other than the United States. Textbooks of foreign countries classed here.

Such texts can be arranged first according to their country, and within that arrangement, organized according to curriculum area via the basic TCS, for example:

W942J.1 Science books used in Great Britian
W947E.1 Native language books used in U.S.S.R

W947F.132 Foreign language books used in U.S.S.R. for teaching English
W947H.2 Social studies books used in U.S.S.R. for teaching history
W951.95R Health books used in Korea
W982K Mathematics books used in Argentina

X MATERIALS ABOUT TEXTBOOKS
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.2 Selection, use, and evaluation of textbooks
.21 Selection
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.3 Preparation of textbooks

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Z BIBLIOGRAPHIES OF TEXTBOOKS
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.11 Publishers' catalogue and price lists
.111 Publishers' price lists
.2 Selective lists
.21 State adoption lists--use either Cutter numbers or informal abbreviations or DDC numbers for individual states as publishers, in second line of call number. For example:
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Alas State of Alaska
1962 for 1962 or 1962-63
or
Z.21 List of textbooks adopted
A323 State of Alaska
1962 for 1962 or 1962-63
.211 County lists
.2111 City lists
.22 Lists prepared by or for organizations
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